



**Language, Literacy and Numeracy
Proficiency and Digital Literacy (LLND)
Policy and Procedure**

Version 1.0

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1. Definition

Terms	Definitions
The college	Refers to Matic International College
LLND	Refers to Language, Literacy and Numeracy Proficiency and Digital Literacy
Outcome Standards for NVR RTO 2025	National Vocational Education and Training Regulator (Outcome Standards for NVR Registered Training Organisations) Instrument 2025
Learning Support	Refers to learning Support consultation, LLND materials and work processes that include LLND Tests, LLND Test/result consultation, and other areas related to the scope of learning support work.
Student(s)	Refers to the students who are enrolled in the college's training product
UoC	Refers to the Unit of Competency
LLND Test	Refers to the relevant and appropriate LLND Test that the college developed based on the student's qualifications level to assist college personnel in identifying the sort of support that is needed to maximise students' learning potential.
CEO	Refers to the Chief Executive Officer

2. Purpose

The purpose of this policy and procedure document is to ensure that the college has a systematic process in place wherein the college can recognise the Language, Literacy, Numeracy Proficiency, and Digital Literacy (LLND) skill levels of students. The systematic process of recognising LLND skill levels will ensure that the college provides necessary support for students to meet the requirements of the training package while being enrolled in college, thereby maximising their learning potential.

This policy and procedure document ensures that the college adheres to Standard 2.2 in Division 1 under Part 2- VET Student Support of the Outcome Standards for NVR RTO 2025.

3. Scope

This policy applies to all enrolled students and relevant college staff, including the CEO, student support officer, admission team, trainers and assessors, and other relevant parties who are involved in providing learning support services.

4. Policy Statement

- The college will assess each student's LLND needs and provide access to support services necessary to meet the requirements of their training product. LLND support is an integral component of successful course completion.
- The designated college staff, which can include the student support officer, admission team, trainers and assessors (if required) are collectively responsible for:
 - Promote the college's LLND policy to students during and prior to the pre-enrolment process.
 - Determine the student's level of LLND proficiency.
 - Provide students with several learning opportunities as they can, considering their present LLND skill levels.
 - Where appropriate, direct students to organisations with professionals that specialise in LLND skills.
 - Report any LLND issues to the CEO to discuss available solutions.
- Where the admission team or trainers and assessors cannot provide the necessary LLND assistance, the college may consider suitable third-party LLND support personnel.
- Admission team is responsible for collecting, recording, and maintaining documentation related to LLND consultations and support interventions.

LLND Test

- The LLND Test is designed in accordance with the **Australian Core Skills Framework (ACSF)**, which serves as the primary guideline in assessing core skill levels. Following this framework, the test items are systematically developed across the five core skill domains: Listening, Reading, Writing, Numeracy, and Digital Skills. Each test question is carefully crafted to align with specific ACSF levels and indicators. This ensures that the assessment measures the learner's proficiency accurately and consistently, from foundational skills to more advanced levels.
- The required LLND tests will be disclosed to all prospective students during the pre-enrolment consultation sessions, and all prospective students will be asked to complete the LLND test.
- The test is designed based on the qualification level into which the student is seeking enrolment. It serves as a diagnostic tool to identify whether the student may require additional learning support. If necessary, the admission team along with the trainers and assessors, or other relevant staff may conduct additional consultation sessions to further assess learning support needs.

- The LLND Tests should be designed in accordance with the Australian Core Skills Framework (ACSF) as a guideline. The ACSF is used as a guideline that evaluates the performance of the students in five core skills: learning, reading, writing, oral communication and numeracy proficiency, as well as digital literacy.
- The framework allows for the assessment of students' performance in any of the core skills at a particular moment. It enables the identification of a student's strengths and areas requiring improvement with a high degree of accuracy. This, in turn, facilitates targeted training in areas of weakness and ongoing monitoring of a student's progress over time.
- There will be 5 levels of performance, which will indicate the student's ability for the relevant core skills. The levels will be decided as per the requirements of the units under the qualifications the student enrolls in.

5. Procedure

5.1 LLND Test for New Students

- During pre-enrolment consultation sessions, students will be notified of a mandatory LLND test and informed of their importance in assessing the learning support needs for a student.
- The student should also be informed about how an LLND Test is expected to be undertaken and the amount of time it will require.
- The designated staff member will mark the LLND Test.
- During the pre-enrolment consultation, these topics will be discussed with the prospective students:
 - The time, date, and location for conducting the LLND test
 - The channel for conducting the LLND test.
 - Expected number of students to attend the LLND test
- The admission team must review the applicant's background and ensure that the LLND Test level is appropriate for the qualification into which the student seeks enrolment.
- The LLND test will be delivered to the students at the designated date, time and location as confirmed during the pre-enrolment consultation sessions.
- Completed LLND Tests must be submitted to the admission team.

- The LLND Test shall be marked, and results communicated to the prospective student and relevant college staff within 10 working days.
- To be eligible for enrolment in a course, prospective students must achieve a minimum score on the LLND test.
- Students who meet the LLND requirements will proceed with the next steps in the enrolment process, facilitated by the admission team or authorised education agents.
- Students identified as requiring LLND support will be informed of available learning support services. Relevant staff (such as trainers and assessors) will be notified of the LLND concerns to ensure appropriate classroom support.
- Following enrolment, students may request LLND support appointments. During these sessions, admission team will provide strategies, guidance, and learning tools to help students overcome LLND barriers and succeed in their studies.

5.1.1. Exemption from LLND assessment

- The LLND requirement for the student is considered fulfilled if they have successfully completed a Diploma-level or higher qualification that is delivered in English.
- In such conditions, students will not be required to take the LLND test. They will be considered they have fulfilled the LLND requirement for the qualifications.

5.2 Students Identified for Learning Support during Their Study

Student scores in each component are categorised according to the following levels of learning risk:

Low Risk (LR)	Accuracy is equal to and/or above 70%
$70\% \leq LR \leq 100\%$	It is not expected that students will have issues with foundational skills
Moderate Risk (MR)	Accuracy is less than 70% but equal to or above 70%
$50\% \leq MR \leq 70\%$	The students are unlikely to have problems with foundational skills and should be able to learn and improve as they progress in the qualification
High Risk (HR)	Accuracy is less than 50 %

$$0\% \leq HR \leq 50\%$$

The student may have problems with the foundational skills; hence, support may be necessary.

Students identified as being at **moderate** or **high risk** based on their initial assessment or ongoing academic performance will be considered for additional learning support.

- A student may **self-identify** as needing learning support, or a **trainer** or **college staff member** may identify that a student requires additional assistance.
- If the trainer can address the learning need directly, they are encouraged to provide appropriate support to the student within their capacity.
- Where issues related to **language, literacy, numeracy, or digital (LLND)** skills are identified, the trainer must refer the student to the student support officer/admission team for further assistance.

When making a referral, the trainer should provide the following details:

- The reason for referring the student.
- The qualification and units of competency where challenges have been observed.
- The specific area requiring support (e.g. oral communication, writing, numeracy, or digital literacy).

The student may also request an appointment with student support officer to discuss their individual learning needs and determine appropriate support strategies.

A follow-up appointment will be scheduled within 2–12 weeks to review the student’s progress:

- If improvement is observed, the support may continue as required.
- If progress remains limited, the student support officer may consult with other relevant staff (e.g. trainers and assessors, etc.) to identify alternative or more suitable support measures.

To accommodate students’ LLND needs while maintaining assessment integrity, the College may apply reasonable adjustments such as:

- Providing translated or simplified materials.
- Authoring assessment content in plain English.
- Supplying audio materials for students with reading difficulties.
- Allowing a scribe for students unable to write.

- Using visual aids such as symbols, images, or graphics.
- Observing workplace performance or obtaining feedback from an employer or supervisor.

Not all adjustments are practical or permissible for every assessment. For instance, where an assessment specifically measures English communication skills, the use of an interpreter would compromise validity. Trainers must ensure that any modifications applied are **reasonable, equitable, and compliant** with the College's *Assessment Policy and Procedure*.

6. Monitoring and Feedback

At least once each year, student support officer and the admission team will meet to review the quality and effectiveness of the college's learning support services. Other relevant staff, such as trainers and assessors, are also required to participate where appropriate.

Topics for review may include, but are not limited to:

- LLND Policy and Procedure
- LLND support materials
- Effectiveness of learning support
- Availability and sufficiency of learning support

All college staff and enrolled students may provide feedback or suggestions regarding LLND support at any time.

The Student Support Officer is responsible for collecting, summarising, and presenting this feedback to the CEO at least annually. The Student Support Officer will also implement any approved improvements or changes.

7. Continuous Improvement

As part of the college's continuous improvement framework, any feedback and recommendations will be reported to the CEO for consideration and implementation. The details of the continuous improvement process are mentioned in the college's *Continuous Improvement Policy and Procedure*, which offers a structured framework for refining and enhancing the college's practices based on valuable input from the staff members involved.

8. Version Control

Previous version	-
Current version	1.0